

Year 7

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| SEPT - OCT | Transition Unit – Great British Authors – Dickens; the poorhouse | Transition Unit – Great British Authors – Hughes | Transition Unit – Great British Authors – Bronte | Transition Unit – Great British Authors – Shelley / Shakespeare | AP1 Assessment Transition Unit – Great British Authors – Planning a story 5 in 5 | AP1 Assessment Transition Unit – Great British Authors – Writing a story | Purple Pen the SEN |
| NOV-DEC | Purple Pen Assessment Week | AP Data due in Transition Unit – Great British Authors – Sassoon | Adventure The Quest; call to action; structure of adventure stories; Booker’s Seven Plots | Adventure The Hobbit, The Epic of Gilgamesh; unlikely heroes | Adventure Hostile settings; explorers; autobiographical accounts | Adventure – Reading Assessment – elements of Adventure (Y9 SATS) | Whole Class Feedback and Purple Pen |
| JAN-FEB | Science Fiction; feature of Science Fiction; blurbs; fantastical settings; | Science Fiction Aliens and descriptive writing; War of the Worlds; dystopian fiction; end of the world | Science Fiction Asimov’s 3 Laws; issues of morality in Science Fiction; cloning | Science Fiction And There Will Come Soft Rains; Ray Bradbury and fiction inspired by poetry | Science Fiction Analysing how language is used to create setting or writing to describe | Analysing Language Assessment | |
| MAR-APR | Poems from Other Cultures What’s in a name; identity and personal culture; The British by Zephaniah IGN 1-6 | Poems from Other Cultures; Island Man and Blessing; Two Scavengers contrasting ways of life and imagery | Poems from Other Cultures; Half Caste, Presents from my Aunt; heritage and ethnicity; | Poems from Other Cultures | AP3 Comparing Poetry | Poetry | |
| APR-MAY | Survival Non-fiction; Eating bugs; SAS Handbook; finding water; writing to advise; castaway dog | Survival The Long Walk; The Life of Pi; The Jungle Book; Holes; extreme environments. | Survival As previous week; | Survival Artic Explorers; Polar Explorers | Survival Extreme holidays; survival skills; writing a survival guide | | |
| JUN-JUL | Survival | KS3 Assessment The Sniper Paper 1 style assessment; analysis of language and structure. | Biography and Autobiography Fact and opinion; Shaun Ellis, the wolfman; | Biography and Autobiography Steve Irwin; comparing points of view. | Biography and Autobiography Diary Entries and blog; comparing language in different time periods | Biography and Autobiography | My First Year at Mandeville - Autobiography |

Year 8

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| SEPT - OCT | Words of War Contextual learning; trench warfare; letters from the trenches | Words of War Propaganda, the poetry of Jesse Pope, Rupert Brooke and romantic portrayal | Words of War Sassoon and the letter to the Times; the poetry of Wilfred Owen | Words of War Other wars: Charge of the Light Brigade; structure of a poem; criticisms | Words of War Vultures, First they Came and Not my Business; predators (higher only) | Words of War Amelie and the Glass Ghosts; prep for paper 1 (two week option) | Words of War Assessment War Horse or Carrie's War – paper 1 KS3 |
| NOV-DEC | AP1 Assessment Purple Pen and Improvement | Gothic Features of Gothic Literature; atmosphere and setting | Gothic Poe, the Tell Tale Heart; Rebecca, hound of the Baskervilles – implied meanings | Gothic Character and Suspense; The Raven | Gothic Exploring structure – My Sword Hand is Swinging; Katharina Linden | Gothic – extended writing – writing to describe based on an image. | Gothic Assessment – Bradbury – The Whole Town is Sleeping |
| JAN-FEB | The Sonnet Form Iambic pentameter; extended metaphor and strong emotions | Purple Pen Assessment Week The Sonnet Form | Romeo and Juliet Two Households; character and plot; tragic structure | Romeo and Juliet The Brawl – Act 1; Shakespearean language; violence | Romeo and Juliet The Ball – Act 1; Shakespearean language; presentation of love | Romeo and Juliet Act 3 and 5 – structure and the presentation of death | |
| MAR-APR | Of Mice and Men; Introduction to setting and characters; contrasts of light and dark; George and Lennie. | Of Mice and Men Paper 1 style OMAM assessment Chapter 2;' the ranch; characters; Candy, Curley's wife. | Of Mice and Men Chapter 3; Candy's dog, escalation of violence and tension; sound and silence | Of Mice and Men Chapter 4 Crooks, Curley's wife and Lennie; racism; dreams; isolated characters; | Of Mice and Men Chapter 5; the end; contrast; death of Curley's wife | Of Mice and Men | |
| APR-MAY | Travel Writing Writing for different purposes; features; | Travel Writing Point of view; Bill Bryson; | Travel Writing Stormy Seas; Ellen MacArthur; Cracknell and Fogle, Crossing the Channel | Travel Writing Paper 2 skills from around the world; writing a summary; comparing views | Travel Writing Travel brochure and guidebooks; writing to persuade and advise | | |
| JUN-JUL | Persuasive Speeches Churchill, Malala, Martin Luther King Jr. achieving a purpose. | KS3 Assessment Writing a speech Or Analysis of persuasive language depending on group | Campaign for a Cause Identifying points of view – Save the Planet eat a Vegan; | Campaign for a Cause Dog's Trust; WaterAid; emotive language | Charity and Advertising John Lewis, Nike, creative persuasion | Charity and Advertising Developing a product; marketing | Dragons' Den Speaking |

Year 9

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| SEPT - OCT | Paper 1 – Q2 – Language analysis | Paper 1 - Q3 Structure analysis | Paper 1 - Extended Writing to Describe; using language devices | Paper 1 - narrative structure | Assessment Week / Purple Pen - Question 5 Assessment – writing to describe Victorian London | A Christmas Carol Victorian Context; urbanisation; industrial revolution; work house; 1834 Poor Law ; Dickens’ life | Purple Pen; improvements to AP1; Presentation of Scrooge Page 1-4 |
| NOV-DEC | A Christmas Carol Chapter 1 – Family, Fred, Charity workers; Malthusian economics; Christmas as a kind, forgiving, charitable, pleasant time. | A Christmas Carol Jacob Marley; chains; symbolism; features of the gothic genre “Mankind was my business”; plotting the transformation of Scrooge’s character. | A Christmas Carol Ghost of Christmas Past; Scrooge as a child; contrast; “a solitary child, neglected by his friends”; father/son relationships; | A Christmas Carol Ghost of Christmas Present; Victorian London; presentation of family; light and darkness. Children; Tiny Tim, | A Christmas Carol Christmas Yet to Come; darkness and death; Victorian poverty and squalor; funeral customs; “Lunch is provided” | A Christmas Carol Structure of Stave 5 compare to Stave 1; Charity workers; the turkey; Fred and Cratchit; weather and pathetic fallacy | A Christmas Carol - Knowledge Based Test Scrooge at the end; redemption; transformation |
| JAN-FEB | A Christmas Carol – Differentiation; extension and catch-up / support opportunity | Paper 2 Mark Scheme – Victorian poverty and cholera; modern poverty and aid organisations Same Answer 5-in-5 P2 | Paper 2 | Paper 2 | Paper 2 | Paper 2 - sample responses - writing to Argue | |
| MAR-APR | Assessment Week Purple Pen - Question 5 | Half of poetry cluster - familial love; Climbing My Grandfather and Mother, any Distance; extended metaphor; separation | Half of poetry cluster - familial love; Before You Were Mine, Eden Rock; loss, parent/child relationships; passage of time | Half of poetry cluster - familial love; , Follower and Walking Away; changing father/son relationships; life choices | Comparing Poetry | Assessment Week - Purple Pen | |

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| APR-MAY | Extended Narrative Study - Moon on the Tides | Extended Narrative Study - Moon on the Tides | Writing to Describe / Narrate - Transformational Writing based on poetry | Writing to Describe / Narrate - Transformational Writing based on poetry | Writing to Describe / Narrate - Transformational Writing based on poetry | | |
| JUN-JUL | An Inspector Calls Context; Edwardian society; socialism and capitalism; class, etiquette; gender and suffrage movement; welfare state; Priestley; Titanic; world wars | An Inspector Calls Introduction to the characters; stage directions and set; opening; dramatic irony; Birling's speeches; dramatic irony and foreshadowing | An Inspector Calls Arrival of the inspector; contrast; emotive, blunt language; "chain of events"; setting; contrasting generations and reactions; Birling | An Inspector Calls Gerald and Sheila; confession and guilt; Vanity; the role of responsibility; excuses and dodging responsibility; use and abuse of power. | An Inspector Calls Mrs. Birling, dramatic irony; Eric and rising tension; dramatic reveals; hypocrisy; entrances and exits; the Inspector's omniscience | An Inspector Calls ; Inspector's Final speech and the ending; the function of the Inspector as Priestley's voice; | NEA Speaking Assessment Practice |

Year 10

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| SEPT - OCT | Paper 1 | Paper 1 | Paper 1 - Extended Writing to Describe; using language devices | Paper 1 - narrative structure | Assessment Week / Purple Pen - Question 5 | Macbeth – Social and Historical Context; the Divine Right of Kings, Witchcraft; James I; gender conventions | Macbeth – understanding elements of the plot; exploration of the significance of structural elements |
| NOV-DEC | Macbeth – Act One; exploration of Macbeth as a hero, violence; influence of temptation; prophecy and free will | Macbeth – Act One; hamartia; ambition; hallucination; the influence of Lady Macbeth as catalyst; usurpation of power; “The raven himself”; asides and soliloquys | Macbeth – Act Two – The murder of Duncan; the great perturbation of nature; the “mousing owl and falcon”; equivocation | Macbeth – Act Three; Fleance’s escape; Banquo’s ghost representation of conscience; divine retribution. Lennox, minor characters “most admired disorder” | Macbeth – Act Four; Cycles of evil; betrayal of trust; the murder of Macduff’s family; Ross’ warning; the diminutive wren Lady Macduff as a foil | Macbeth – Act 5; tragic downfall; Lady Macbeth’s breakdown; the arrival of Macduff as; nemesis | Macbeth – Knowledge Based Test |
| JAN-FEB | Paper 2 | Paper 2 | Paper 2 | Paper 2 | Paper 2 - sample responses - writing to Argue | Assessment Week Purple Pen - Question 5 | |
| MAR-APR | Half of poetry cluster - romantic love When We Two Parted, Neutral Tones and Winter Swans; betrayal, separation reconciliation; | Half of poetry cluster - romantic love; Sonnet 29, Love’s Philosophy and Letters From Yorkshire; distance, extended metaphor, | Half of poetry cluster - romantic love; The Farmer’s Bride, Porphyria’s Lover; guilt; doomed love, disturbed narrators; obsession; | Half of poetry cluster - romantic love; Singh Song; comparing relationships and methods; planning for extended writing comparison | Comparing Poetry Planning and conducting assessment – Comparing two poems | Familial poetry revision | |
| APR-MAY | Familial poetry revision | Unseen Poetry | Assessment Week - Purple Pen | Writing to Describe | Writing to Describe | | |

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| JUN-JUL | Paper 1 | Paper 1 | Paper 1 | MOCKS | MOCKS | NEA Speaking Assessment | NEA Speaking Assessment |
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Year 11

| SEPT - OCT | A Christmas Carol Revision | A Christmas Carol Revision | A Christmas Carol Revision | A Christmas Carol Assessment | Targeted Revision depending on group | Paper 2 | Paper 2 |
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| NOV-DEC | Paper 1 – Analysing the effects created by language | Paper 1 – Analysing the effects created by language and structure | Paper 1&2 Q5s – | Paper 1&2 Q5s | Mocks -Language | Mocks -Language | Poetry Revision = Family |
| JAN-FEB | Poetry Revision = Love | Purple Pen Mock | Macbeth Revision | Macbeth Revision | An Inspector Calls Revision | An Inspector Calls Revision | |
| MAR-APR | Mocks - Literature | Mocks Literature | Macbeth Revision | Macbeth Revision | An Inspector Calls Revision | An Inspector Calls Revision | |
| APR-MAY | Targeted Revision depending on group | Targeted Revision depending on group | Targeted Revision depending on group | Exams | Exams | | |
| JUN-JUL | Exams | | | | | | |